Junior Faculty Mentorship in Physical Therapy Education

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I thought transitioning to faculty would primarily focus around teaching. I did not understand the time monopoly related to faculty and student meetings. What is scholarship and how do I even start a study? I was able to grow as a professional due to the mentorship I was fortunate enough to have.
Our questions/purpose:

What does mentorship look like across institutions?

Which topics are actually included in mentorship?

Which topics do junior faculty mentees prefer?
  • Are there differences between female and male?
  • Do preferences change based on demographics?

What stressors are attributed to transitioning from clinician to academia?
Methods:

The Health Sciences Faculty Mentoring Survey, developed by Falzarano (2011)

• Volunteer participants were asked
  • To rate level of stress from none to extreme for 7 stressors
  • Mentorship characteristics
  • To rate 26 mentoring topics to rate as preferred or not preferred

Statistics:

• Mann Whitney U test for differences of stressors experienced between men and women
• Chi square test to look at differences of preferred vs actual preferences between men and women
Methods

Section I: Level of stress
- Rate the level of stress, if any, you experienced from the following factors (none, some, minimal, moderate, extreme)
  - Example: transitioning from the role of a clinician to the role of a faculty member

Section II: Mentorship
- Do you have a faculty mentor (yes/no)?
  - If yes, clarifying questions follow, such as:
    - Is your mentor a faculty mentor from the PT department on your campus?
    - On average, how often did you meet with your mentor
  - How are mentoring relationships formed in your department?
  - What topics have you discussed with your mentor?

Section III: Preferences
- Actual, Preferred, Not Preferred, No Mentor BUT Preferred, No Mentor NOT Preferred
  - Example: Provides me with support and encouragement
Response rate of 11.5% (200 out of 1733 respondents)

<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
<td>70%</td>
</tr>
<tr>
<td>Male</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
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<tbody>
<tr>
<td>White</td>
<td>85.4%</td>
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<tr>
<td>Non-White</td>
<td>14.6%</td>
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<table>
<thead>
<tr>
<th>Highest level of EDU</th>
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<tbody>
<tr>
<td>DPT</td>
<td>58.5%</td>
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<tr>
<td>PhD</td>
<td>25.5%</td>
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<tr>
<td>Other</td>
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<tr>
<th>Tenure/non tenure</th>
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<tbody>
<tr>
<td>Tenure</td>
<td>54%</td>
</tr>
<tr>
<td>Non tenure</td>
<td>40%</td>
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<table>
<thead>
<tr>
<th>Mentorship</th>
<th></th>
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<tbody>
<tr>
<td>Has</td>
<td>61.5%</td>
</tr>
<tr>
<td>Does Not Have</td>
<td>38.5%</td>
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<tr>
<th>How mentorship was formed</th>
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<tr>
<td>Formally assigned</td>
<td>36.4%</td>
</tr>
<tr>
<td>Informally</td>
<td>56.4%</td>
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<tr>
<td>Other/Wrote in</td>
<td>7.2%</td>
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<table>
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<tr>
<th>Academic Rank of Mentor</th>
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<tbody>
<tr>
<td>Full Professors</td>
<td>42%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>40%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>12.61%</td>
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</table>
Graph represents the percent of survey participants rating the following categories as causing moderate to extreme stress:

- **Transition from Clinician to Faculty**: 56.92%
- **Acquisition of Knowledge Related to Teaching Responsibilities**: 56.41%
- **Research Productivity**: 55.38%
- **Knowledge of Informal Expectations to Achieve Tenure Promotion or Reappointment**: 35.87%
- **Universities Cultural Acclimation**: 30.77%
- **Knowledge of Formal Expectations to Achieve Tenure Promotion or Reappointment**: 30.43%
- **Service Obligations**: 24.61%
Mentoring Topics

Preferred

• “Assistance with external funding”
• “Grant writing”
• “Offers assistance with publications”

Not Preferred

• “Provides me with challenging work assignments to foster my professional growth”
• “Nominates me for awards”
• Women reported “Socializes with me at work”

Actual

• Teaching Strategies 14.9%
• Research Projects 13.6%
• Service 11.3%
Gender: Actual Mentorship Differences

- **Provides Advice Specific to My Needs (P=.0114)**
  - Female: 79.5
  - Male: 57.1

- **Provides Support and Encouragement (P=.0047)**
  - Female: 79.5
  - Male: 54.3

- **Socializes with Me at Work (P=.044)**
  - Female: 54.5
  - Male: 74.3

*Legend: Female, Male*
Conclusions:

What does mentorship look like across institutions?
- ~40% do NOT have mentorship
- Inconsistencies in how mentorship is formed
- Some mentorship is also coming from junior faculty

Which topics are actually included in mentorship?
- Teaching strategies, research projects and service

Which topics do junior faculty mentees prefer?
- Are there differences between female and male? Yes
- Do preferences change based on demographics? Unable to answer

What stressors are attributed to transitioning from clinician to academia?
- The transition from clinic to academia, promotion/tenure and research expectations
Limitations

• Low response rate of 11.5% (200 out of 1733 respondents)
• Decreased heterogeneity of respondents
• Potential bias of sample due to being a voluntary survey that occurs at one point in time
• Survey fatigue bias
Bringing it home

- Mentor
- Formal
- Structured
- Topics discussed
Our next steps...

**Analyze**
- Relationship between mentorship and stress
- Perception of influence of mentorship
- Qualitative responses

**Discover**
- Nuances behind mentorship

**Develop**
- A mentorship blueprint
Questions

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References


2. Falzarano, M. (2011). *Describing the occurrence and influence of mentoring for occupational therapy faculty members who are on the tenure track or eligible for reappointment* (dissertation). Seton Hall University Dissertations and Theses, South Orange, NJ.


Stressors

• Transitioning from the role of a clinician to the role of a faculty member.
• Knowledge regarding teaching responsibilities when you were first hired.
• Knowledge regarding research productivity when you were first hired.
• Information about service obligations when you were first hired.
• Information regarding university culture when you were first hired.
• Information regarding the formal rules/expectations to achieve tenure, promotion, or reappointment when you were first hired.
• Information regarding the informal or unspoken rules/expectations to achieve tenure, promotion, or reappointment when you were first hired.
Topics (list all)

• Teaching
• Research projects
• Research funding
• Service
• Tenure (if applicable)
• Promotion
• Reappointment (if applicable)

• Time management
• Team building
• University policies and procedures
• Personal issues
• Other
Mann Whitney U vs Chi Square

**Mann Whitney U**
- Ordinal data
  - Ordered categories
  - None, Some, Min, Mod, Extreme stress
- Independent variable
  - Gender

**Chi Square**
- Nominal data
  - Unordered categories
  - Frequency of actual vs. preferred
- Independent variable
  - Gender
Results: Actual Mentorship Differences

• The relation between gender and “Provides advice specific to my needs” was significant, $X^2 (1, N = 123) = 6.4, p = .0114$
  - Women were more likely to report that their mentor’s advice met their needs.

• The relation between gender and "Provides support and encouragement" was significant, $X^2 (1, N = 123) = 8.0, p = .0047$
  - Women were more likely to report that their mentor’s advice met their needs.

• The relation between gender and “Socializes with me at work” was also significant, $X^2 (1, N = 123) = 4.1, p = .044$
  - Men were more likely to report that their mentor socializes with them at work.

• Preferred mentorship did not statistically vary between genders
A Mann Whitney test indicated that the amount of stress experienced due to “Transitioning from the role of a clinician to the role of a faculty member” was significantly greater for women (median = 85) than for men (median = 30), U = 4725, p = .016.

A Mann Whitney test indicated that the amount of stress experienced due to “Information about service obligations when you were first hired” was significantly greater for women (median = 46) than for men (median = 20), U = 4821.5, p = .008.

A Mann Whitney test indicated that the amount of stress experienced due to “Information regarding university culture when you were first hired” was significantly greater for women (median = 54) than for men (median = 28), U = 4696, p = .024.

A Mann Whitney test indicated that the amount of stress experienced due to “Information regarding the informal or unspoken rules/expectations to achieve tenure, promotion, or reappointment when you were first hired” was significantly greater for women (median = 81) than for men (median = 17), U = 4659, p = .032.